DOCUMENT RESUME

ED 435 187 FL 026 039

AUTHOR Vann, Sam
TITLE Assessment of Advanced ESL Students through Daily Action Logs.
PUB DATE 1999-11-08
NOTE 35p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Advanced Courses; Classroom Research; College Instruction; Cooperation; *English (Second Language); Higher Education; Instructional Design; *Language Tests; Portfolio Assessment; Second Language Instruction; *Student Evaluation; *Student Journals; Teacher Student Relationship
IDENTIFIERS Final Examinations; Risk Taking

ABSTRACT

A classroom study investigated the use of daily action logs as a means for assessing the progress of advanced students of English as a second language (ESL) at the college level. The approach was intended to promote student reflection, help make explicit the class' content, and provide feedback to the teacher on the effectiveness of the instruction. In contrast to journal writing, the logs were limited one inch of space on a calendar-maker computer program. A large majority of students responded favorably to the task, although some were reluctant or confused. The researcher-teacher discusses the technique: (1) by comparing it with the use of portfolios; (2) exploring its use as a form of collaborative assessment with the teacher; (3) as a form of risk-taking in the classroom; and (4) to modify daily lessons as needed. It is concluded that the technique functions to enhance both teaching and learning. Contains 33 references. (MSE)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 187

"Assessment of Advanced ESL Students through Daily Action Logs"

Sam Vann
Cornell University
Intensive English Program
November 8, 1999

Table of Contents:

SECTION 1 A BRIEF RATIONALE FOR ASSESSMENT

SECTION 2 INCREASING THE PERSONAL KNOWLEDGE OF STUDENTS

SECTION 3 THE DRAWBACKS OF USING ONLY FINAL EVALUATIONS

SECTION 4 DAILY LOGS OR PORTFOLIOS?: A COMPARISON

SECTION 5 DAILY LOGS AS COLLABORATIVE ASSESSMENT WITH THE TEACHER

SECTION 6 DAILY LOGS AS RISK-TAKING IN THE CLASSROOM

SECTION 7 USING DAILY LOGS TO MODIFY LESSONS

SECTION 8 LOGS AS INTERVENTION: SOME POSITIVE OUTCOMES

SECTION 9 SAMPLE DOCUMENTS

SECTION 10 BIBLIOGRAPHY

FL026039

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Samuel Vann

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

"Assessment of Advanced ESL Students through Daily Action Logs"

1 A BRIEF RATIONALE FOR ASSESSMENT

While innovation and creation of new lessons are always exciting, innovation and creativity have their difficulties. New ways of grouping students demand that there be frequent examination and assessment of class content, purpose, and functions. Decision making and final assessments about students and levels of proficiency can be improved if attention is given to more frequent assessment, consistently made throughout the semester rather than final evaluation forms, a few examinations, and frequent quizzes. For this purpose, not only must I learn to understand student behavior, but I must record my observations.

Most importantly, in the attempt to evaluate my quite varied population of ESL students, I should not only assess my students' progress and work, but my own as well. Do I diversify my approach at all? Do I plan proper follow-up? Do I really know most of my students?; and do they let me?

My approaches to these somewhat daunting tasks of assessment and evaluation are not research oriented, that is, there is no exhaustive analysis made or representative sample data gathered. My own interpretation of action research (Van Lier, Interaction 217-224) has been one of *specify – implement – evaluate* – and *improve* the cycles of my teaching by modifying my lessons and techniques, and listening carefully to what students say. In other words, *think like a student* about my own teaching. Continued evaluation and modification would embrace not only the content of the curriculum, but also the objectives and functions.

2 INCREASING THE PERSONAL KNOWLEDGE OF STUDENTS

In 1962, Polanyi (1958), stated that all knowledge has a tacit dimension (i.e., understood without being directly expressed) for action, influence, or control through which understanding is possible. He believed that experience alone did not

lead to knowledge and that rational reflection upon, and examination of, an experience is necessary to develop one's understanding. Polanyi (1958) called this 'personal knowledge.'

Recent writings have discussed the use of portfolios (Tierney, et.al,. 1991), logs and journals, for both teachers and students to seek this 'personal knowledge' as Polyani called it. For one example, Richards (Reflective 7) illustrates the value of the data derived from log and journal writing as an insight into teachers' and students' thinking. By incorporating the use of journal writing as Richards (Reflective 7) points out, teachers and students are able to explore topics of interest that may not be possible within the time frame of a 50 minute class. Further, an additional avenue of communication beyond the verbal is offered and students use writing for authentic communication directed to the instructor.

Through deliberately and purposefully reconsidering their experiences through an extended project and assignment like the "Daily Class Action Log", and by reviewing their thoughts and actions in light of this type of rational reflection, I felt my students gained a deeper understanding of my teaching and the learning episodes they experienced. In turn, through their comments, I also gained significant information to improve my teaching.

3 THE DRAWBACKS OF USING ONLY FINAL EVALUATIONS

While I still consider final evaluations very useful for making my teaching more effective *for the next semester*, in my view, the greatest disadvantage of using only a final evaluation is that the particular student has left and the teaching episodes are far removed from that same student. On the minus side, final evaluations are *after the fact* and *retrospective*. On the plus side, daily class logs are *close at hand* to me, and thus allow me to be *proactive* and *anticipatory* of problems that are both unfolding and that are likely to arise in particular students.

"Assessment of Advanced ESL Students through Daily Action Logs"

As an analogy to my own teaching, in order to help students achieve greater language proficiency through reflection on their learning experiences, there is an ongoing, daily need (hence the daily log) to help them make the tacit in our daily classes become explicit. In doing so, they are able to re-examine their experiences and learn from them in new ways which may not have been initially apparent.

As a source of consistent evaluation of students and timely assessment of my teaching as it is unfolding, daily logs are no longer seen merely as routine student assignments: they are now an integral component in all my classes and a powerful tool for my own self-assessment. I also use the Mid-Term/Final Evaluation form, and Student Information Form.

In direct contrast to journal writing, I promoted and encouraged that the log writing be strictly confined to what was happening in the class, specifically in mine, and other classes if the student so decided. Also in contrast to journal writing, the entries were limited in length by the fact that they only were given an inch of space per day from the CalendarMaker program I created the Daily Action Log with. Very often, journal entries can vary in length, but not so with my arbitrary limitation of space.

Perhaps my most personal goal for the log writing was to establish a realistic dialogue with them about *their* learning style and whys and wherefores of *my* teaching style. Their logs were kept along with their Student Information Form, Mid-term/final Evaluation Form that I created to supplement the process. Usually, students were given the Mid-term/final evaluation form to fill out themselves during week seven of the semester. We then conferenced and negotiated during the sixth or seventh week where the student actually stood in such areas as class participation, overall progress, and so forth. During this conference over the form, in areas that the student evaluated themselves too highly in a certain area, I gave

them a more realistic picture. In areas where students evaluated themselves too poorly, I reassured them of their own progress and abilities. The daily log was often referred to in these conferences by offering checkpoints of progress or lack thereof. The whole point of the form was much more than record keeping. The Mid-Term evaluation form was designed also as a vehicle to sit and concretely discuss my concerns with a particular student who is just getting by or failing.

The logs also represented my own desire to assess my teaching *while in motion* and not at the end of the semester. The logs represented my desire to remain flexible and effective to the pressing needs of the students at hand.

As a note of caution though, it could obviously be argued that often structured journal-type tasks (Richards Reflective 165) are simply an assessment tool of a language skill, or they are designed to increase as Richards (Reflective 65) calls it "the motivational climate and positive attitudes towards learning and attempts to resolve concerns that arise." Some students may still be writing this semester what they think that I (the teacher) want to read. Yet, to my surprise and edification, last semester they often wrote daring and blunt comments about a particular learning episode *they did not like* or the way in which they preferred that I do something. On the other, they wrote positively about what they liked and found useful, interesting, challenging, for example a weekly pronunciation workshop. The logs are full of humorous and revealing statements about their own styles of learning and personalities.

I have found in both my conferences with students and some program final evaluation forms, a few were unhappy and confused, and perhaps resistant to learning this new "self-talk" and self-assessment (e.g., " I don't like to write logs; I think is useless for our listening. It shouldn't be the assignment; it almost equals paper interview."). Eighty percent of the students responded very favorably to the extended task, yet some initially naturally resented the imposition of daily log

writing and being self-observant; they grudgingly considered it as an obligation rather than a useful focus for their own learning strategies.

4 DAILY LOGS OR PORTFOLIOS?: A COMPARISON

In trying to convince students like the above (e.g., I don't like to write logs. . .) to reconsider their learning habits, I found Tierney, Carter, and Desai (34-35) reconfirming my own experience while also putting it in the proper perspective in a section title of their book: "students are not engaged in self-assessment."

In their goals for classroom assessment and the use of portfolios Tierney, Carter, and Desai (34-35) state some of following: "If we want students to develop into independent thinkers and successful performers they must have the skills, knowledge, and confidence to evaluate their own processes." Likewise they say (35) that "teachers can also continually evaluate their own performance and ask themselves if what they are doing is truly making a difference in their students' growth." They make their most important point when they conclude about evaluation and assessment (35) that "assessment (of any kind) should provide all interested parties with information that illuminates the student growth that occurs as a result of collaborative contacts with teachers."

Once again, portfolios could be considered another form of an extended assignment similar to a daily log. Portfolios are commonly used by teachers to evaluate students in a less-graded and more holistic ways. Still many of our students believe and come from school systems that record *every* grade earned by *every* student on *every* activity *every* day. What portfolios offer instead is a representative sample of a student's work.

I regularly collect student work instead of grading and combine this with the daily logs in my overall evaluations. Research (Tierney, et. al. 1991) has shown that a representative sample yields a final score that is not significantly different from

that which results when each and every activity is scored.

To forward still another of my rationales in the use of logs, was to break students out of the *every* day *every* activity graded background. My reasons were very sound: I feel I was more effective in shifting the responsibility for completing work and academic performance from me to the student. At any point in time, students still want to know "where they stand academically" and what "grade" they have in my class. I therefore insist that students keep their own scores and record their success either in grade form (i.e., A or 90%) or just "good" to "bad", in many cases on a certain listening comprehension unit or speaking quiz. With this procedure, I have had fewer complaints from students – and, most importantly, I have the student's own account of his or her "grades" if the need should arise. The purpose of the log, once again, is to be nonjudgmental and motivating. In motivating my students, I am not out to change their minds about their viewpoints of the world, but I am out to change the way they see themselves in the role of the learner.

To motivate the lesser more marginal student, my actions must be designed to guarantee an exchange between me and those at-risk students through daily writing. In some cases we will meet with the unwilling students; as teachers, we must accept the fact that we will fail to change or improve the way some see themselves as students. Yet, anytime students accept the responsibility for their work and academic performance, half the job of promoting greater achievement is done.

5 DAILY LOGS AS COLLABORATIVE ASSESSMENT WITH THE TEACHER

I consider the daily log in every way a successful, collaborative assessment project that required more effort on my part, and more on the students' than I initially expected. Although my daily logs have an introduction that includes prompts, reminders, and questions to encourage students to write, at first, I had to remind

students that they should not view these as either limiting or compulsory. Some of the focus questions I use to encourage this were: (1) What did I learn? (2) How would I have conducted the lesson if I were the teacher? (3) What caused me to be interested/ disinterested in the session?, and so forth. It was multifaceted as a tool for evaluation and assessment for me, and a collaborative tool in the sense of working towards a pedagogical and practical intellectual end with the student.

6 DAILY LOGS AS RISK-TAKING IN THE CLASSROOM

For some students, the daily logs were powerfully transformative when they become my students' first experience of risk-taking in the classroom with me. Risk-taking, is not to be underestimated as a sign of trust and nurture between students and teachers. From my experience last semester, *what began to take place in the log* in the form of *written* risk-taking, began to take place in a *spoken* way and was transferred directly into language performance and verbal risk-taking in other forms in my classes. *What was not seen in the log*, those who ignored the opportunity to begin an honest dialogue with me in writing, usually did not do so face-to-face.

As for this semester, students are encouraged to write honestly and openly about the teaching and the lessons or learning episodes that they experienced through my classes. Being honest for most of my students, by the very nature of the task, requires them to take risks in expressing their views on the topics, content, my teaching and 'our' learning. Therefore, the degree of risk taken by each student is also influenced by the sense of trust between myself as a reader, and the student as the writer. As I have discovered and needs to be recognized by the reader, this is something that can only be established over several weeks. In many samples I have kept, they begin to 'open up' about halfway through the semester.

To keep the momentum going of the 'opening up' process, the log is an ungraded task and its contents are confidential if the students so choose: external constraints on content and 'right and wrong' views are minimized. In an attempt to illustrate that I value their log writing, I read their logs at regular intervals as well as ask them to leave their logs with me at the end of a class. As can be seen from the log guide, I often give them the last five minutes of class to write in their logs. To respond to their logs I use a variety of post-its, short questions, longer hand written notes, phone calls, and even gold stars (Brown 1994), which the students often find humorous. The longer comments and questions I write are an attempt to probe their understanding of the teaching and learning episodes as well as challenge their thinking about their own language learning strategies.

7 USING DAILY LOGS TO MODIFY LESSONS

Sooner or later, I face the need to modify my lessons in response to students whose learning abilities are quite different from the rest of the class or norm. Or, I modify to allow for practical things such as more writing space, clearing up ambiguous questions, or redesigning the whole approach because of student confusion and low success.

Because of log entries, the movement toward *greater inclusion* of all students has been one of my goals in lesson modification. The focus of my thinking has been on what I want students to learn, not simply on choosing a different activity. Often student confusion has commonly been on the *purpose* of a certain lesson. Any adjustments should align with the purpose of the lesson and be modified only enough to meet the needs of the students.

Another factor in lesson modification focuses on the *content* of the lesson that might require change. Specific elements deserving attention include the level of complexity, the level of expectation for success, the appropriate level of challenge,

and so forth. Still another factor I modified due to log entries relates to the method of *presentation*. My options included: lecture, activity-based, small group, whole class, cooperative learning, peer-tutoring, and other forms of teaching.

Finally, I need to know if the modifications resulted in the *learning* intended: Is the student engaged in the activity? Is the student performing at an appropriate level?

As I stated earlier, I am not out to change my students minds about their viewpoints of the world, but I am definitely out to change the way they see themselves in the role of the learner. As can be expected, in some cases we will meet with the unwilling; we must accept the fact that we will fail to change the way they see themselves as students.

The prospect of daily action logs elicited varying student responses. Initially there was trepidation as to what it should contain, how it should be written, who will read it and for what purpose. The keeping of a log could also be compared to keeping a portfolio because it is often my only extended project or assignment with students. But more important than *the language product* is involvement with *the process* and feeling like they are *participants* in the content of the class. Tierney, Carter, and Desai (109) also found that the "portfolio process is more important than the product" and that teachers should be cautious about "overriding" the whole process.

8 DAILY LOGS AS INTERVENTION: SOME POSITIVE OUTCOMES

It is difficult to envisage an approach to researching reflection that is not in itself and *intervention process* as discussed in Van Lier (Interaction 138). The log, as I found out carries with it great "pragmatic authenticity" as Van Lier (Interaction 138) calls it "user authenticity" and includes the subsets of (a) authenticity of context;

(b) authenticity of purpose; and (c) authenticity of interaction.

Sound assessment and student accountability depend on an evaluation system that is credible, fair, thorough, and feasible, not to forget Van Lier's "pragmatic." Therefore, I have always used multiple modes of assessment with my students – portfolios, formal observation, student surveys, conferences, and self-assessments.

While I strongly believe that final evaluations made at the end of the semester are of great value, they are *ex post facto*; the damage has been done. I now take a more proactive stance on this matter of reflecting on my own teaching. And like my students perhaps, as my repertoire of suggestions, experiences of problem situations, reasoning and testing skills increases, my ability to reflect *during* teaching is enhanced. I have often heard teachers with more experience than I say that good teachers can take any group of students and shape their learning. Students are influenced by their teachers' values

Learning from and through experience is imperative for students in the Cornell setting. From my own in-class research, there appears to be a very strong relationship between the amount of their own *reflection* and degree of their *success* in their language learning. Most importantly, these daily logs provide me with windows on their hidden thoughts that would otherwise go unnoticed in a rushed 50 minute class. Through this practice of daily logs, I hope to encourage my students to develop the habits, skills and attitudes necessary for *self-directed growth*, and in so doing, better understand the development of their reflective processes they will need at Cornell to survive.

My teaching and facilitating student learning are undeniably enhanced through the reading of these student logs. As a result of the logs, I see myself specifically trying to do the following: (a) find ways to learn more about myself and my students; (b) develop more meaningful experiences in which students and I can participate *with* each other; (c) identify or create new lenses for viewing my

interaction with my students; and finally, (d) deal comfortably and creatively with the inconsistencies within myself and between the many contexts I inhabit. I better understand how my pedagogy is shaped by the context of the teaching-learning environments in which I work. Always, whether we deal with the classroom techniques or methods, the tests, the aims and so on, we inevitably come back to the teacher. And so, on this note, I stop.

Daily Class Action Log

What is a Log?

If you've ever sailed on a large ship or boat or watched Star Trek, a *log* is the record of a ship's speed, progress, and any events of importance. Likewise with our own class, the daily log will serve to keep track of your own thinking and progress and things you felt were important in class. This is NOT a journal. It applies specifically to what is happening in class.

Purpose of the Log.

The most important goal of the log is to build two-way teacher-student communication and understanding about your classroom learning. This allows me to get regular feedback from you so I can do a better job of adjusting the material to your specific needs.

When you write down what happens in class this allows you to reflect and *reformulate* (express in your own words what I said), *reconstruct* (systematically arrange and build ideas, terms, concepts) from your notes the information you understood and even did not understand. When you *consolidate* (combine and join) in a daily way, you will begin to have a stronger, more secure sense of what is happening in class. You will also have a record of your own learning strategies.

Possible things to include in the Log.

* You can write a description of each class, the parts or part of a lesson, the ideas and content of a lesson.
* Homework assignments - what they are and when they're due.
* Questions for me for the next day's class.
* Appointments with me.
* What you thought about a particular assignment or video segment, chapter of a book, short story, or newspaper article.
* Number of pages you read or columns of a newspaper and how long it took you to read it. Why did you choose this reading material?
* Briefly tell me what you read about, write a summary or outline.
* What did this assignment, reading selection, class activity make you think about or how did it make you feel.
* Was the class assignment, reading selection, activity to easy, too hard, or just right. What makes you think so? Tell me why.
* List a few vocabulary words you learned based on a lesson. Include the part of speech (noun, verb, adjective, adverb), meaning, and a sentence of your own for each word.

When to work on the log.

On some days you will write the log outside of the class. On other days I will give you the last 5 minutes of class time to write all or some of the log. Write the log as soon as possible after class.

Daily Class Action Log

When I'll read and collect the log.

Every 3 weeks I'll collect the logs, comment where appropriate and return them by the next class day. This is NOT done to correct your grammar and writing style. It is doe to communicate with me. Don't expect me to give you back your log full of corrections. Everyone must do the log. No exceptions.

Sharing the Activity Log.

After the first week we will exchange the logs in class and read what your classmates have written to learn how others are doing and to see the class from another student's perspective.

What a sample log entry looks like.

Remember, that after every class, as soon as possible (so you remember well what happens), write a short description of the class: (a) Say briefly what we did and (b) comment about what you learned and what you liked. List the different activities and segments. You may want to take short notes in class to remind you.

Comment on activities you especially liked and could learn from, and on those you did not like and you think could be improved. I need your feedback so that I can teach you better.

I read your action logs. I like your suggestions and will try to use them if possible. If you have anything else that influences your learning that you think I should know, please tell me. Here is an example from an entry:

Daily Class Action Log

Dec 1 - Monday

Class 51

1) DID: Today we listened to a story, did some speed reading,and listened to a song. I hated the song, but I love to sing.

2) COMMENT: The story was especially interesting. I didn't understand some of the points of speed reading: Why is it so important? It was annoying to try to go as fast as the other students.

What did Sam mean by "repetitive". Sometimes Sam spoke too fast. I'm going to ask him to speak slower and explain once again "repetitive." My partners today Yuki and Hiroko. It was fun to get to know them. We got a lot of homework (pages 26-37, exercises A, B, D due tomorrow) but it looks useful.

Starter Phrases for your *Action Log*

Today we . . . I liked the . . . but was confused with the . . .
I think that the . . . was very useful because . . .
I don't like it when we . . .because

Expressing Likes/Preferences/Dislikes

I'd rather . . .	not listen to the tape twice.
I don't like the way	you write on the blackboard.
I dislike having to	repeat everything I say.
That was a	good/bad idea!
I hadn't though of that	it was a good idea/strategy.
I don't enjoy	watching the video twice.

Asking for Help

Making Requests

Can you help me with . . .	this?
Could you please	not assign so much homework?
Would you mind	leaving a a little more time for questions?
Would it be possible to	review the answers a week later?

Requesting Help/Assistance

Help!	I'm totally lost on this unit!
Help me!	I still don't understand, even after we reviewed it!
Got a minute?	Could you help me in the office with this?
I could use some help with. . .	the vocabulary sheets.
Could you give me a hand	on the vocabulary sheets?
Would you give me a minute	on the vocabulary sheets?
Could you	help me on the vocabulary sheets?
I have a few questions about	the vocabulary sheets.

Expressing Wants/Hopes/wishes

I would like to talk with you. . .	about my action log.
I'd like to	talk about my action log/ read more/talk more.
I wish that I could	watch the video again/talk more in class.

Asking for Advice/Suggestions/Recommendations

Do you think I ought to . . .	study this in the language lab?
What do you think I should	read every day?
Do you have any ideas about how I can	understand the news better?
Should I try to talk with him about it	or just forget it?
If you were in my situation, would you	study like this?
What do you advise that I	read more about . . .?
Do you have any advice for me?	
Can you give me some advice about	something?
How do you suggest that I	review this material?
Can you recommend an	interesting sci-fi movie?

Offering Advice/Suggestions/Recommendations

It would probably be a good idea to. . .	review this in class.
Why don't you try	calling on me more in class?
How about	taking the class to the museum?

BEST COPY AVAILABLE

Starter Phrases for your *Action Log*

Writing about What You Understand and Don't Understand

Showing Limited Knowledge

I don't know. . .	the definition of "limited."
I have no idea about	the reading strategy you described.
I don't think I know	what your were trying to say about the video.
That's/ it's beyond me.	I'm totally confused!
Why are you asking me	that in class?
I haven't the slightest about	your explanation of . . .
I'm not clear about	the context of the video.
I'm not really sure what	you're getting at when you said . . .

Stating Ability

I can . . .	read faster than before.
I'm not able to	answer the questions as quickly as you tell me.
I don't know how to	answer the questions as quickly as you tell me.
It's possible to	answer some of the questions as quickly as you tell me, but it won't be easy.
I'm good at	answering the questions quickly.
I'm sure/confident/certain I'd be able to	do better in class if . . .

Asking for Definition/Clarification

What does. . .	"horrendous" mean?
What is the meaning of	"fruity" in the video?
What does the expression	"get lost" mean?
Can you define	"debate"?
Please define what	"nolo" means.
What do you mean by	the expression "dog tired"? You said it in class yesterday.
What do you mean when you say	it's impossible?
Does that mean that	he didn't want to marry her in the video?
What does that mean?	
What do you mean by . . . ?	

Defining/Clarifying your own Understanding

Fatigued to me means tired. Is that right?	
The meaning of "amateur" is. . .	not professional.
The definition of "landlord" is	a person who owns property for rent.
A definition of "gallop"	would be to run with long steps.
Let me define what I mean by "barbaric":	barbaric means treating other people like a barbarian . . .
By "bumbler" I mean	a person who can do nothing right.
What I mean when I say "it was a blast is" that	I really enjoyed being there. Is that right?
That means	I won't be able to come tomorrow.
What I mean is that	I hate this tape .
Let me clarify that point.According to the video,	All of us need to think about . . .

BEST COPY AVAILABLE

Starter Phrases for your *Action Log*

Giving Examples of Something You Learned in Class

For example . . . the video used the word "profound."
For instance, when they . . . they . . .
Here's an example
Let me give you an example of what I'm talking about
I can give the following examples
I have two examples I can give
I want to illustrate this point with an example
Another example would be

Asking Me for Examples

Can you give me an example of . . .	his synonym?
Can I have an example of	behavior showing ethnocentrism?
Do you have an example of	poor sentence construction?
I'd like an example of	how to use this word "reticent".
Is there an example	you can give me to clarify this?

Asking Me to be specific

Can you give. . .	a specific case?
Can you give	a case in point?
Exactly when will	this assignment be due?
What exactly do you want	me to do in this log?
Can you be more exact	with the definition of . . . ?

Asking Me about my Purpose/Reasons/Plans

Why were you. . .	explaining the structure of the video?
What were you trying to do when you	made us listen to the tape again?
What did you have in mind when you	asked him for help in class?
Do you plan to	review the material? I'm still confused! Help!

Asking about Possibility

Is it possible to . . .	review the answer again?
Is there any possibility of	review the answers everyday?

Stating Your Needs

I need a . . .	conference with you about this lesson.
We need to talk about	this lesson.

BEST COPY AVAILABLE

Daily Class Action Log

Cornell University
Intensive English Program

Name: Atsumi

Class: _____

Section: _____

Adapted From "Learning What Learners Learn: Action Logging" Tim Murphey, New Ways in Content-Based Instruction, New Ways in TESOL Series II, 1997

BEST COPY AVAILABLE

Mid-term / End of Semester Evaluation

Name: *(first)* Atsumi *(last)* Masaoka **Section:** F3

Evaluation Period: From _____ to _____ Absent: _____/ Late:_____

Target Environment: Anticipated use, *or* program: _____

Classroom Performance

Attitude		Class Participation		Language Manipulation		Questioning Strategies		Effort		Progress		Homework Assignments	
Excellent	✓	Excellent	✓	Excellent		Excellent		Excellent	✓	Excellent		Excellent	✓
Good		Good		Good	✓	Good	✓	Good		Good		Good	
Fair		Fair		Fair		Fair		Fair		Fair		Fair	
Poor		Poor		Poor		Has none		Poor		Poor	✓	Poor	

Language Profile: Your ability, at this level, in relation to what is taught is:

Listening Comprehension		Conversational Ability		Grammatical Accuracy		Vocabulary Comprehension		Pronunciation and Fluency		Cultural Awareness	
Excellent		Excellent		Excellent		Excellent		Excellent		Excellent	
Good		Good		Good		Good		Good		Good	✓
Fair		Fair	✓	Fair	✓	Fair	✓	Fair		Fair	
Poor	✓	Poor		Poor		Poor		Poor	✓	Poor	

I consider your overall improvement to be: *poor fair good excellent outstanding*

I feel you have satisfactorily completed the first half of the semester: *yes no*

Written summary of student's classroom performance and language profile:

Comments on strengths, and points that need to be improved:

I'm sure my listening skill is poor. If we have time in class after filling answers, I want to listen to a tape one more, looking at a transcript to make sure "sounds"

Recommendations or suggestions (for further study):

Do you want some chance with the video?

BEST COPY AVAILABLE

Atsumi

8 - 14 Sep 1997

Class Action Log

Sep 8 - Monday

Class 7

Sep 9 - Tuesday

Class 8 We learned "dealing with numbers" Sometimes it is very hard to speak and hear the number. Especially, when I hear the number through the phone, I always try to make sure it. From today I join Fri 3.

Sep 10 - Wednesday

off

Sep 11 - Thursday

Class 9 Today we listened to a story about the angle. It was an interesting story for me. Before we listened to the tape, I wanted to read questions so that I could get main ideas. Because many people appeared, it was difficult to catch their name. In the second time, I underlined significant points of questions.

Sep 12 - Friday

Class 10 Listen Work Answer
Watch Video - Visual Art.
Decontex + ualize
Transcript A - Read
B - Correct

Islam is very strong religion. I can not understand their feelings, because we respect ancestor or elder people than religion in Japan. When I heard this tape at first, it was very difficult to understand, because there were special words such as, Salat, Zakat and so on. In the second time, it was easier, because we watched T.V.

BEST COPY AVAILABLE

15 - 21 Sep 1997

Class Action Log

Sep 15 - Monday

Class 11

We listened to two kinds of tapes. Sometimes even when it is not a difficult tape, I can not catch what the tape says. I'm so disappointed myself. I need a practice to listen to something. My weak point of skills is listening. I can not understand when somebody says, so I can not speak something to them. So poor!

Sep 16 - Tuesday

Class 12

I did hand outs you gave. These are very useful for me. I appreciate your organization. As I was a teacher sometimes, I'm interested how to organize in class. Actually the class in Grammer bores me. I feel it wastes time sometimes. Now I learn two things such as the way of learning English and the way of teaching something.

From here ↓

Sep 17 - Wednesday

I watched the movie "Witness". I like this movie very much. I have made a research of Amish before. We have another tribe in Japan too.

★ A very good start - now try to write daily -SV

Sep 18 - Thursday

Class 13

We listened to CNN about Independence of Hong Kong. It was an interesting story. Because I am especially interested in the relationship of business between Japan and Honkong. I'm not good at economics, but I'm curious about business. I dissapointed myself. I'm a horrible listener. Because I can not catch what they said. Sometimes what they said is like just a kind of sound. Some of CNN is extremely Fast. I find it hard myself.

Sep 19 - Friday

Class 14

We listened to two kinds of Turn In. It is very hard to listen them. They are not very long sentences, but I have no concentration a moment. Though I want to go Noyes lodge every day, I can not. Because homework is first so I go to the library. I wish I could have 36 hours a day. How to use time is very important thing. I need 48!

BEST COPY AVAILABLE

22 - 28 Sep 1997

Class Action Log

Sep 22 - Monday

Class 15

cancel

Sep 23 - Tuesday

Class 16

It was difficult to catch the number through the telephone. Usually I always try to make sure them, in case. Sound Advice - Pronunciation is difficult, too. As possible as I can, I want to go Hayes Lodge. I want you to give me the best way to pronounce. Though I want to have a chance to speak English after school, I have no chance. I'm going to be a clam.

Sep 24 - Wednesday

I watched a movie "Before Sunrise" at Hayes Lodge. As subtitles help me understand what actors and actresses said, it was easy to get idioms. But it is hard to remember, it is easy to forget. For example, I know the meaning of "be about to." but I do not come up with an idea like "The train is about to leave" Everything pisses me off. It's sucked. etc...

Sep 25 - Thursday

Class 17

We did mark "True" or "False" about overcoming listening Barriers. My understanding is that No 13 a listener's emotional level is high means he or she is confused or upset. So. No 13 was False, I thought.

Sep 26 - Friday

Class 18

I handed in my evaluation of listening skill to the teacher. Though I have a goal to listen, it will be a long, long journey to arrive there. Never give up!!

We <u>all</u> need to work on our interpersonal skills.

BEST COPY AVAILABLE

29 Sep - 5 Oct 1997

Class Action Log

Sep 29 - Monday

Class 19

We did "What is listening and what can it do for you?". Though my score was average, I think my skill of listening is much more poor than I think.

Sep 30 - Tuesday

Class 20

We listened to opinion 4. It was hard for me to get correct answers just once. After I got a script, I found the story was not so difficult. Reading is the best way to listen something very well

Oct 1 - Wednesday

Though these are opional, I joined to listen stories of both culture shock and how to apply to graduate school in cornell. At first, it was easy to understand them. But a little by a little, their voices became a kind of sounds.

Oct 2 - Thursday

Class 21

It was very very hard to listen to Political Correctness on C.N.N. I met my conversation partner at IVY Room. Though he has been learning Japanese since last year, his pronunciation is good. It was difficult to speak both English and Japanese at the same time. Try dividing the time in 15 min segments.

Oct 3 - Friday

Class 22

We listened to a tape about sexual harrasment in C.N.N. Every time I listen to something, I can not catch its content. I have no confidence. After getting a transcript, I want to listen to the tape to make sure pronunciation so that I can understand it.

BEST COPY AVAILABLE

6 - 12 Oct 1997

Class Action Log

Oct 6 - Monday

Class 23

Today's AAO 4 was horrible for me. I got just 4 correct answers of 10. Though it depens on my condition sometimes, I was shocked. When I listened to the tape at the second time, it was easy to understand it. Wha a pity !! As I do not have T.V.. I wonder I should buy T.V.

Oct 7 - Tuesday

Class 24

I was so glad, because I got many correct answers of CNN and Chapter 4 Reading questions in advance helped me. Your organization is excellent ! I am always satisfied with your class. But I have to have time to listen to something. And I have to expand my vocabularies too. Practice. Practice. Practice !!

Oct 8 - Wednesday

I watched the movie." One Fine day. It was not hard for me to understand it. I wonder my listening skill improve ? Do Do Do All the time I saw captions. That's it. Watching movies help me expand vocabularies and learn how to express. Though I have to remember ..

Oct 9 - Thursday

Class 25

We learned non-Verbal Strategies. Somebody's attitude unconsciously influence somebody else. For example it is easier for children to imitate their parents and siblings.

Oct 10 - Friday

Class 26

In the living room, we had a class. facial expression is very interesting. as possible as I can, I want to talk to somebody with smile. In an intonation class, I discovered pronunciation is hard again.

BEST COPY AVAILABLE

13 - 19 Oct 1997

Class Action Log

Oct 13 - Monday

Fall Break

As I went to N.Y. for 3 days. I studied, studied, studied today. Before starting a class, I want to review something. My course will be finished within 2 months. I'm afraid.. I wonder how much my English improves?

Oct 14 - Tuesday

Fall Break

I studied something almost all day. Then I went to the library at 7:30 by bus. There were many students there, even it is fall break I went home to get 10:30 bus.

Oct 15 - Wednesday

It was a fine day. I went to Hayes lodge to listen something. Regularly I try to go there. Otherwise my listening skill will be never improved.

Oct 16 - Thursday

Class 27

When I wrote down what BETA stand for, as I heard "essay.. I did. Though a correct is "assay.. I found they were the same pronunciation by looking up my dictionary.

Oct 17 - Friday

Class 28

Cancel

Thank you for you superb log. It helps me help you. I believe in you, and I believe you will improve. Sam.

BEST COPY AVAILABLE

20 - 26 Oct 1997

Class Action Log

Oct 20 - Monday As I was Saying : Unit 4

Class 29

It was very hard to catch numbers. If I can pick up the numbers, I do not know where the number should go into. I think I need to listen something relaxedly. Once I am upset, it is easy to forget everything.

Oct 21 - Tuesday

Class 30 AA0 5

What tapes said sounded like "just sound". I answered the questions by gussing. Though I did read it beforehand, as these are unfamiliar words, it is hard. The conversation between a policeman and a man was easy to listen.

Oct 22 - Wednesday

Extra class is very helpful. Thanks.

Oct 23 - Thursday

Class 31 SCi-fi Channels in The News 3.2

1. Curses.
2. Marketing UFOs.
3. Pyshchic Espionage

If I know about information relating to these topics, it is easy to listen. if not, just confused. But I got some new words. I was glad...

Oct 24 - Friday

Class 32 PYRAMIDS : 08 Roommates

Headlines : Chapter 5

Opinion 6 : A Delicious, Refreshing New Medicine.

Listening Opinion 6 was difficult, but the content was an interesting thing which showed us the success of Coca-Cola.

BEST COPY AVAILABLE

27 Oct - 2 Nov 1997

Class Action Log

Oct 27 - Monday

Class 33 PYRAMIDS : 11 Is there a world of difference ?
Consider the Issues - Drive-In Shopping T & F
The conversation of Consider the Issues is natural.
It was hard to listen, but it helped me improve my listening skills.

Oct 28 - Tuesday

Class 34 got hand out of synonyms, opposites and like.
AAO 6, PYRAMIDS : 12 First Day in the U.S.
I need to learn a lot of idioms to understand what somebody says. Even though it is easy words, it has a different mean from a mean of the original word.

Oct 29 - Wednesday

I visited the elementary school in Ithaca. Though children talked to simple things, it was difficult to understand.
It was a nice experience!!

Oct 30 - Thursday

Class 35 Writing Warm UPS - 2.28 - Purpose Questions
It was an interesting topic. Even how to say "yes", it has multi-purpose. In extra classes, I was intense to pronounce something. I should learn rhythm, like singing songs.

Oct 31 - Friday

Class 36 U.H. # 11 The Unexplained : The Blue Lady
The more I pushes myself to study, the more I do not want to study
A human is an animal animal. Just I wait time's passing :
Today is Halloween, so never mind

BEST COPY AVAILABLE

Class Action Log

Nov 3 - Monday

Class 37 consider issue Is it a sculpture or is it food?
sound advice p44 ex 17

as possible as I can. I go to noyes lodge to listen to sound advice and consider issue. I think that practing is learning.

Nov 4 - Tuesday

Class 38 F.P.3 pot - in kentucky
marijuana

I can not imagine how marijuana is like.
It was difficult to get a summary of something.
almost no, or if I could get words, these did not make sense.

Nov 5 - Wednesday

Movie "When Harry Met Sally"
Though subtitle helps me expand my vocabularies, sometimes I depend on subtitle very much.
If I could see the movie twice, it would be good.

Nov 6 - Thursday

Class 39 F.P.4. - Puerto Rican Drug War
It was very poor country. It was very sad.
I hope my listening skill is better than before.
In English's case, when I think about something else, I can't listen anything.

Nov 7 - Friday

Class 40 AAO Chapter 7: Decisions
expression of gesture
It is difficult to understand the expression of gesture. Because gesture is also one of cultures.

BEST COPY AVAILABLE

Class Action Log

Nov 10 - Monday

Class 41 Opinion 7 : When Love and Money Were Not Enough
PYRAMIDS : 13 Alibi

What ' poor correct answers !! I wish I could understand all !! I need concentration on listening to something. step by step.

Nov 11 - Tuesday

Class 42 Video - violence
Pyramids : 15 Choosing a City
Consider Issues : Gang Violence

After making sure correct answers, I want to listen to the dialogue so that I can get the hang of listening skills. Just listening to programs on T.V is useless.

Nov 12 - Wednesday

Though Queen's English and American's English are different sometimes, any English is English for foreign people. But learning differences between both of them is interesting for me.

Nov 13 - Thursday

Class 43 CNN. 10 : March 10
CNN. 19 : Education in Brazil

Education in Brazil is very poor. It is a very sad thing. One Brazilian said the government in Brazil does not help poor people.

Nov 14 - Friday

Class 44 Wow : Unit 1 - Comets
Wow : Unit 3 - Killer Bees

These were very interesting topics. But just one listening. I do not think it helps us improve our listening skill.

BEST COPY AVAILABLE

17 - 23 Nov 1997

Class Action Log

Nov 17 - Monday

Class 45 AA09: PERSUASION - Tune In

3 Trends

No. I could not understand what tape said. Sometimes even myself I don't know why I could not catch the content. Tohohoho---- But, dictation is all right!

Nov 18 - Tuesday

Class 46 CNN 1.": March 10 - Japan

U.M. #35 - Legends : Monalisa

A story of Monalisa was interesting. Also Japanese bowling was interesting. But the building to ski inside is too much! We don't need it. It was waste money.

Nov 19 - Wednesday

I visited Eco Village. As it was very beautiful day, we had a good trip. Also their dinner was Sushi. Some families don't have television to protect children see violent programs. I remember my town.

Nov 20 - Thursday

Class 47 Inside Edition 4 Calvin Klein

The other day I bought something CALVIN KLEIN in finger lake Mall. In my case, I'm very tall. so Jeans and clothes fit me well.

Nov 21 - Friday

Class 48 C.N.N 1.13: Nicaragua : 3:00

INSIDE EDITION #1 TROUBLE PARADISE

keywest is one of my places where I want to go. The situation in Nicaragua is very sad. I have to thank my situation that I can do here freely.

BEST COPY AVAILABLE

STUDENT INFORMATION SHEET

PLEASE PRINT NEATLY

FIRST AND LAST NAME Young - Joon Kim

CLASS SECTION: #4

PRIMARY PARENT INFO - YOUR PERMANENT ADDRESS OF YOUR HOME WHERE LETTERS CAN ALWAYS BE SENT (AND REACH YOU) IN THE FUTURE:

105 - 233 Hwagokbon-dong Kangseo-gu
Seoul
KOREA

PHONES: PERMANENT WORK OR HOME
WORK
HOME 02) 603 - 1538

OCCUPATION/JOB:

FIELD OF STUDY OR MAJOR IN COLLEGE YOU ARE STUDYING OR GRADUATED FROM:
Department of architectural engineering B.D

UNIVERSITIES OR COLLEGES YOU ARE/WILL APPLY TO AND FIELD OF STUDY:
?

HOW LONG WILL YOU LIVE/STAY/STUDY IN THE UNITED STATES:
1 year after this program about 10 yrs

MY STRONGEST ENGLISH SKILL IS:
Listening

MY WEAKEST ENGLISH SKILL IS:
Grammar

THE ONE SKILL I WANT TO IMPROVE THE MOST IN IS:
Everything s (speaking as like a native speaker)

ARE YOU STUDYING FOR THE TOEFL? OR OTHER TESTS?:
Never

MOST RECENT TOEFL SCORE: N/A
SEC 1 SEC 2 SEC 3

TOEFL SCORE YOU WILL NEED IN THE FUTURE: 600

BEST COPY AVAILABLE

Bibliography for "Assessment of Advanced ESL Students through Daily Action Logs"

Borg, Simon. "Language Awareness as Methodology: Implications For Teachers and Teacher Training." Language-Awareness, 3.2. 1994: 61-71.

Brown, H. Douglas. Teaching By Principles: An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall Regents, 1994.

Bruffee, Kenneth. Collaborative Learning, Higher Education, Interdependence, and the Authority of Knowledge. Baltimore: John Hopkins University Press, 1993.

Chaiklin, Seth., and Jean Lave, eds. Understanding Practice: Perspectives on Activity and Context. Cambridge: New York: Cambridge University Press, 1993.

Dubin, Fraida., Elite Olshtain. Course Design. Cambridge University Press, 1986.

Dunkel, Patricia, Sheryl Davy. "The Heuristic of Lecture Notetaking: perceptions of American and international students regarding the value and practice of notetaking." English for Specific Purposes 8 (1989): 33-50.

Ehrman, M.E., and R.L. Oxford. "Cognition Plus: Correlates of Language Learning Success." The Modern Language Journal. 79.2 (1995): 67-89.

Ellis, Rod. Instructed Second Language Acquisition: Learning in the Classroom. Cambridge, MA: Basil Blackwell, Inc., 1990.

- - - . "The Structural Syllabus and Second Language Acquisition." TESOL Quarterly 27 (1) 1993: 93-113.

Foyle, Harvey C., ed. Interactive Learning in the Higher Classroom: Cooperative, Collaborative, and Active Learning Strategies. Washington D.C.: National Education Association, 1995.

Gregg, Kevin R. "Second Language Acquisition Theory: the cases for a generative perspective." in S.M. Gass and J. Schachter eds. Linguistic Perspectives on Second Language Acquisition. (pp. 15-40) Cambridge: Cambridge University Press, 1989.

Gupta, Renu. "Managing General and Specific Information in Introductions." English for Specific Purposes 14 (1) 1995: 59-75.

Hamilton, Richard, and Elizabeth Ghatala. Learning and Instruction. New York: McGraw-Hill, 1989.

Kirkland, Margaret R., M.A. Saunders. "Maximizing Student Performance in Summary Writing: Managing Cognitive Load." TESOL Quarterly 25 (1) 1991: 105-117.

Klein, Wolfgang. "SLA theory: prolegomena to a theory of language acquisition and implications or Theoretical Linguistics." in T. Huebner and C.A. Ferguson eds. Crosscurrents in Second Language Acquisition and Linguistic Theories. Philadelphia: John Benjamins (pp. 169-194), 1991.

Long, Michael H., Graham Grookes. "Three Approaches to Task-Based Syllabus Design" TESOL Quarterly 26 (1) 1992: 27-47.

BEST COPY AVAILABLE

Bibliography for "Assessment of Advanced ESL Students through Daily Action Logs"

Lazaraton, Anne. "Qualitative Research in Applied Linguistics: A Progress Report." TESOL Quarterly 29 (3) 1990: 455-473.

McCombs, Barbara L., and Jo Sue Whisler. The Learner Centered Classroom and School. San Francisco: Jossey-Bass, 1997.

McWhorter, Kathleen. The Writers Selections: Shaping Our Lives. Boston: Houghton-Mifflin, 1997.

Nunan, David. "Communicative Tasks and the Language Curriculum." TESOL Quarterly 25 (2) 1991: 279-314.

- - -, ed. Collaborative Language Learning and Teaching. New York: Cambridge University Press, 1992.

O'Neill, Robert. "In Praise of Intellectual Obscenity or " The Confessions of an Embarrassed Eclectic." Cross Currents 15.2 (1989): 29-35.

Peters, Thomas J. Thriving on Chaos: Handbook for a Management Revolution. New York: Knopf, 1987.

Pierce, Valdez P. "Overview of Selected Cooperative Learning Structures." ERIC Digest. Washington: Clearinghouse on Languages and Linguistics, 1992

Polanyi, Michael. Personal Knowledge: Towards a Post-Critical Philosophy. Chicago: University of Chicago Press, 1958.

Prapphal, Kanchana. "Cooperative Leaning in a Humanistic English Class." Cross Currents 18.1 (1991): 36-40.

Richards, Jack C. The Language Teaching Matrix. New York: Cambridge University Press, 1990.

Richards, Jack C., Charles Lockhard., eds. Reflective Teaching in Second Language Classrooms. New York: Cambridge University Press, 1994.

Rosenshine, Barak. Teaching Behaviours and Student Achievement. Slough, England: National Foundation for Educational Research in England and Wales, 1971.

Schoenfeld, Alan H. "Can Heuristics Be Taught?" In Jack Lochhead and John Clement, eds., Cognitive Process Instruction. Philadelphia: Franklin Institute, 1979.

Tierney, Robert J., et. al. Portfolio Assessment in the Reading-Writing Classroom. Norwood, MA.: Christopher-Gordon Publishers, 1991.

Van Lier, Leo. Interaction in the Language Curriculum: Awareness, Autonomy, & Authenticity. New York: Longman, 1996.

- - -. "Language Awareness in the Classroom." Language-Awareness, 2.1. 1991: 49-54.

BEST COPY AVAILABLE